

Kokatahi-Kowhitirangi School

Integrated Unit Plan

Term

Class

Curriculum Level

Theme:

Focus Curriculum Areas	Strands to be covered	School Values Promoted		Key Competency Focus	
Science	<input type="checkbox"/> Living World <input type="checkbox"/> Planet Earth and Beyond <input type="checkbox"/> Physical World <input type="checkbox"/> Material World	<input type="checkbox"/>	Integrity and Respect	<input type="checkbox"/>	Thinking
Social Sciences	<input type="checkbox"/> Identity, Culture and Organisation <input type="checkbox"/> Place and the Environment <input type="checkbox"/> Continuity and Change <input type="checkbox"/> Economic World <input type="checkbox"/> Social Enquiry	<input type="checkbox"/>	Community and Participation	<input type="checkbox"/>	Using Language, Symbols and Text
Technology	<input type="checkbox"/> Technological Practice <input type="checkbox"/> Nature of Technology <input type="checkbox"/> Technological Knowledge	<input type="checkbox"/>	Excellence		
Health & Physical Education	<input type="checkbox"/> Personal Health and Physical Development <input type="checkbox"/> Relationships with other People <input type="checkbox"/> Movement Concepts and Motor Skills <input type="checkbox"/> Healthy Communities and Environments	<input type="checkbox"/>	Innovation, Inquiry and Curiosity	<input type="checkbox"/>	Relating to Others
Arts	<input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Sound Art (music) <input type="checkbox"/> Visual Art	<input type="checkbox"/>	Equity	<input type="checkbox"/>	Managing Self
Mathematics	<input type="checkbox"/> Geometry and Measurement <input type="checkbox"/> Statistics <input type="checkbox"/> Number and Algebra	<input type="checkbox"/>	Diversity	<input type="checkbox"/>	Participating and Contributing
Learning Languages	<input type="checkbox"/> Communication <input type="checkbox"/> Language Knowledge <input type="checkbox"/> Cultural Knowledge	<input type="checkbox"/>	Ecological Sustainability	<input type="checkbox"/>	

We are learning to... (Major Achievement Objectives)

By... (Specific Learning Outcomes)

Processes to Assess	Settings	Intelligence	Character
<ul style="list-style-type: none"> Exploring a situation Asking questions Making predictions Using systematic approaches and appropriate conventions Communicates explanations and uses models/aids Reflecting on their understanding 	<ul style="list-style-type: none"> School K/K Valley Hokitika New Zealand Pacific Continental / Political Global 	<ul style="list-style-type: none"> Gaining understanding. Demonstrating knowledge Making discoveries 	<ul style="list-style-type: none"> Connecting with community Social action Personal reflection Key competencies

Learning activities for motivation and immersion/exploring a situation:

How am I going to engage students in this topic? (use a real issue/problem, brainstorm what we want to find out, use literature, drama, a current event, guest speaker, movie, internet) What resources will I use?

Learning activities for discovering/ inquiring/ asking questions/ making predictions/ using systematic approaches:

What do students want to find out more about? What thinking stage questions are they asking? How can I extend their questioning to a higher level? What are some thinking skills I can use here? What graphic organizers, co-operative learning, technology could I use now? Consider formative assessment for now.

Learning activities for reporting/ using appropriate vocab/ creating and sharing:

How are the children going to present what they have learnt? Tidying up loose ends, creating ways of sharing new knowledge and understanding.

Learning activities for evaluating/ reflecting on their understanding:

What did I do well? What did the students respond to best? What could I have done better?

Assessment for this unit:

Use of the curriculum processes matrix, assessment for portfolios.